1. Compare modern day living and working conditions with those of the industrial revolution.

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| **Criterion** | **Insufficient (1)** | **Limited (2)** | **Adequate (3)** | **Proficient (4)** | | **Exceptional (5)** |
| **Organization** | Sequence of information is difficult to follow. | Reader has difficulty following work because student jumps around. | Student presents information in logical sequence which reader can follow. | Information in logical, interesting sequence which reader can follow. | Structure ideally suited to genre, topic, and/or purpose. Engaging introduction and focused conclusion. Fluent transitions | |
| **Content Knowledge** | Student does not have grasp of information; student cannot answer questions about subject. | Student is uncomfortable with content and is able to demonstrate basic concepts. | Student is at ease with content, but fails to elaborate. | Student demonstrates full knowledge (more than required). | Compelling commitment to  purpose, engaging, insightful and relevant details support main idea. Confident focus | |
| **Grammar and Spelling** | Writing has many grammatical errors. Reader cannot make sense of the purpose of the writing as a result. | Writing has 5 or more errors which are distracting to the purpose and flow of the writing | Writing has 4 or more errors which are distracting to the purpose and flow of the writing | writing has 3 or more grammatical errors however the errors do not detract from the purpose | Minimal flaws. Adheres to expectations. | |
| **Sources** | source used is not documented  only 1 source was used | Attempt to document source used is not completely accurate  Only 1 source was used | All sources are accurately documented  Only 1 or 2 sources were used | All sources are accurately documented and in the desired format  2 or 3 sources were used | All sources are accurately documented and in the desired format 3 or more sources were used | |

300-600 words /1